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**Crozier, John B.** *My Inner Life.* 2 vols. Pp. xxiii, 551. Price, \$2.50.  
New York: Longmans, Green & Co., 1908.

This book, as its title indicates, is more of a description and explanation of a personal evolution than an autobiography in the ordinary sense of the word. We have a detailed account of the successive steps by which the writer's system of thought grew and took place in his mind. Instead of giving his ideas of the world and life as abstract propositions, he shows them as they passed through his own mind which was modified by them and which in turn reacted upon them.

Beginning with his boyhood in Canada he takes us with him along the course of his life. While still a boy he becomes much interested in phrenology. This, to him, is the index and measure of the human intellect, but it soon fails. Religion does not solve the world problem for him. His questioning is not answered by reading Buckle, Mill, Carlyle and Emerson. Turning from books, he tries to rely upon his own inner consciousness. His years in a medical school open before him a new horizon. The reading of Darwin, Huxley and Spencer makes him question all the more.

In Volume II he tells us of his life in England and of his further search after the explanation of the world and the human mind. There are interesting criticisms of many writers and philosophers, among them Carlyle, whom he visited in his home in Chelsea. The modern metaphysical thinkers repel him because in explaining the phenomena of the world and human life, they fail to grasp the idea of the dependence of mind upon matter. The "Poetic Thinkers"—Carlyle, Goethe, Bacon, Newman—do not explain the Universe nor give a practical solution of the world problem.

The writer finally solves his problem by demonstrating to himself the existence and progressive realization of the Ideal—the Divine—in the human mind and in the world. He throws out physical science as a method for solution of the problem of existence and supports in detail what the "Poetic Thinkers" had seen in a general way but had not fully demonstrated. He believes that the laws and tendencies of the world are working slowly and surely toward an ideal and the expulsion of evil. This evil he shows is an instrument of the principle of individuation, a necessary instrument if the world is to reach its own goal through the play and interaction of individual things and not as a total entity.

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**Dutton, S. T., and Snedden, David.** *The Administration of Public Education in the United States.* Pp. viii, 601. Price, \$1.75. New York: Macmillan Company, 1908.

The importance of administration, both as a science and as an art, is far better understood in this country than it was a decade and a half ago, when Professor Goodnow brought it to the attention of the American public by his treatise on comparative administrative law. Moreover, education, both as science and as art, has gained immeasurably during that time, especially

on the administrative side. School administration, whatever else it may be, has come to be recognized as a great business enterprise, calling for much the same sort of intellectual qualities as are to be found in the successful entrepreneur. Most timely, then, is this first attempt to give an extensive survey of the field of educational administration in the United States; and fortunate is it that the work has fallen into such competent hands. As professors of school administration at Teachers' College, Columbia, the authors have had rare opportunities to make first-hand studies of the problems involved.

All phases of the complicated subject are touched upon in this work, suggestively rather than exhaustively, and with no desire to be dogmatic. The various administrative units—state and local, rural and urban—are brought into relief, each with its respective set of functions and its corresponding financial status. Two chapters are devoted to city school systems, for the school department of an American city "is easily the first in importance of all municipal functions." Succeeding chapters are concerned with the schoolhouse, text-books and supplies, courses of study, grading and promotion, the teaching staff and the special features of the high and the normal school.

Now follow chapters of more general interest to the student of social problems. Rational physical development; vocational training; education for dependent, defective and delinquent children; compulsory education and child labor; continuation schools; the school as a social center. In the supervision and administration of these varied activities—all of them educational in the best sense of the term—the state is to play a role of increasing importance. In fact, the authors would have the state take a distinct step in advance, by using its public school system as a clearing house of information and guidance for every child, normal and abnormal. "There should be a registration of every child in the community, and to some central authority, perhaps the public school, should be assigned final responsibility for accounting to society for every individual. Under this central authority the various agencies (public and private) should work in co-operation. The public school should segregate unmanageable or defective children; it should follow up the truant; it should proceed against negligent parents; it should procure the commitment to institutions of those whose homes are no longer sufficient; it should work hand in hand with the juvenile court; it should direct agencies to aid in the employment of children; and it should organize probation and parole. Its registration and other records should show the disposition of every child of the community within the ordinary years of education." An ambitious program for the public school—but why not?

Mention must be made of the two admirable chapters on educational statistics, one relating to the purely financial side, the other having to do with school records and reports. The authors rightly argue that the public school system, like any other department of public administration, not only must be socially efficient, but must seek to demonstrate that efficiency statistically to the public that pays the bills—so far, that is, as figures are capable of measuring a work not all of whose results lie in the realm of material

things. Among the facts easily capable of statistical discovery, in order to make possible a remedy, are those relating to retardation and withdrawals in both elementary and secondary schools.

With its wealth of systematized material, including well-selected bibliographies at the end of each chapter, and its progressive, scholarly viewpoint, the work will serve admirably as a text-book for normal school or college. And equally indispensable will it prove as a hand-book and work of reference for the school expert, for the social worker or the non-professional student of the child problem, and for the young teacher who would know the metes and bounds of the field wherein he has chosen to do his lifework.

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**Ferrero, G.** *The Greatness and Decline of Rome.* Translated by A. E. Zimmern. Four vols. Pp. 1350. New York: Putnam's Sons, 1907-1908.

Not since the publication of Mommsen's History of Rome more than fifty years ago has a work appeared in this field that has excited so much interest and discussion both among scholars and the public generally as Ferrero's new book. He does not treat in detail the earlier period covered by Mommsen, but after a brief survey of it in his first five chapters, begins his real narrative with Cæsar's *début* in politics. Yet these preliminary chapters indicate the peculiar method of the author and suggest the points wherein his treatment furnishes us with so important a contribution to Roman history. No long array of new facts is brought to light. This is not to be expected in a field where the sources are so scanty and have been so assiduously worked over by generations of scholars. But the material has been subjected to interpretation by one who comes to the task with an equipment and with interests quite different from those of the average historian. Ferrero began his career as a student of sociology and economics. He was known as a collaborator with Lombroso in an important work on criminology, *The Woman Criminal*, and as author of *Militarism*, *The Psychology of Symbolism*, etc., before he took up historical work. In fact, it was his interest in the problems of modern society and a desire to understand the workings of social forces in the past that first led him to make investigations in the field of Roman history. He approaches the task, therefore, in a somewhat different spirit from that of his predecessors, and his chief claim to consideration is that his interpretations are based on a greater variety of facts and bring into view the play of more complicated influences than is the case with other works on the subject. This is not to say that he has neglected the more immediate business of the historian to determine the truth of events and their sequence. He appears fully abreast with the most recent investigations of French and German scholars in this field, and is capable of rigid treatment in the use of the sources, as is seen in his handling of the letters of Cicero, but few writers have been at so much pains to show